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ABSTRACT

During the fall semester of 1971, a peer teaching program was started in biology, physics, psychology, social science and reading classes at Miami-Dade Junior College (Florida). While the specific responsibilities of the peer teachers differed in each class, generally they were expected to assist the students in learning basic skills and supplement the teacher by working individually with students having difficulty. Peer teachers had to demonstrate some skills in the subject and then received a brief orientation to their work; at the completion of the class, peer teachers received grades and a written evaluation. Included are graphs showing the changes in students' grades before and after working with peer teachers. This document is mainly a collection of statements by instructors assisted by peer teachers, personal reactions of students toward their peer teachers, and reflections by the peer teachers themselves. Each of these groups, for the most part, judged the program to be a success. (LP)

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THE PEER TEACHING PROGRAM OF COMMUNITY COLLEGE STUDIES

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INFORMATION

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It has always been my good fortune to be in a situation where I have been able to work with innovative methods of teaching.

Miami-Dade Jr. College has been by far the most administratively encouraging in these methods. I guess that is why I am more excited about this program than any I've ever had the opportunity in which to work.

The first two semesters at Miami-Dade were exciting, innovative and much hard work. Working with 120 remedial students was not only extremely hard, but impossible. In my opinion, the two missing elements in the students causing them to frequently experience failure was their inability to read and write. Working with each of the 120 students on an individual basis became a farce. Something had to be done.

It was at this point that Mrs. Jean Levy of the MDJC English Department came to my rescue. After several meetings of dialogue and planning, we selected five volunteer students from her classes to start the CCS Peer Teaching Program. After these students did a writing sample and proved their grammar skills, we placed them with a group of twenty-five remedial students.

It was clearly understood from the beginning that the peer teachers would never replace the instructor. Neither was he to be an errand boy or just file and grade papers. The peer teacher was to work individually with small groups under the instructors supervision. The peer teacher was to dialogue with the students, aid them in the writing lab and help them gain grammar and writing mechanic skills.

Upon the recommendation of both peer teacher and the CCS English staff, we doubled the peer teachers per class in the CCS English classes. During the school year of 1971-72, each English teacher requested up to four peer teachers in each class. It is our opinion that four peer teachers per class of twenty-five remedial students is an ideal set-up.

During the fall semester of 1971, we introduced the peer teaching program to Biology, Physics, Psychology, Social Science and Reading. These instructors will share with you how they feel about the peer teachers in their classrooms by the way of essays in this booklet.

Fifteen CCS faculty members utilized ninty-seven peer teachers during the fall term 1971. One hundred and six peer teachers are being used at the printing time of this booklet.

I have had three or four calls from instructors in other MDJC departments who want to work with peer teaching next semester.

Visitors from other colleges and universities have gotten our plan and some are planning to imitate the program in their own institutions at the earliest possible date.

The staff of the English Department has been extremely helpful in making the peer teaching program work in the Community College Studies. I want to give special thanks to Jean Levy, Beverly Creely and Leah Russell who worked with me many hours to iron out the program.

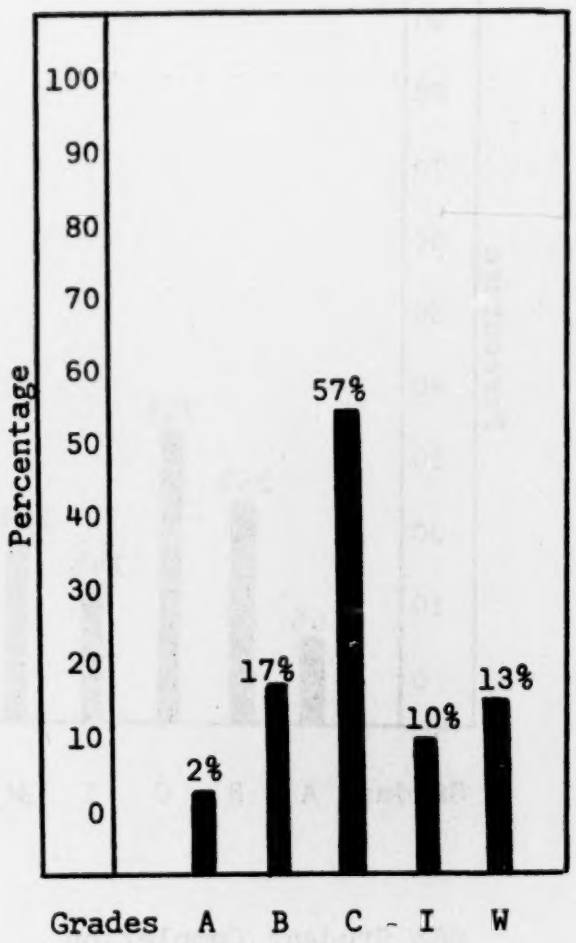
The pages to come will share with you how the student, the peer teacher, and the instructor feel about this program. I have attempted to use a variety of feelings that have come through. I have not censored any remarks given by the students or faculty. This is how they feel. That is what's important!

William Tillett
Peer Teacher Coordinator - 1972

William S. Tillett

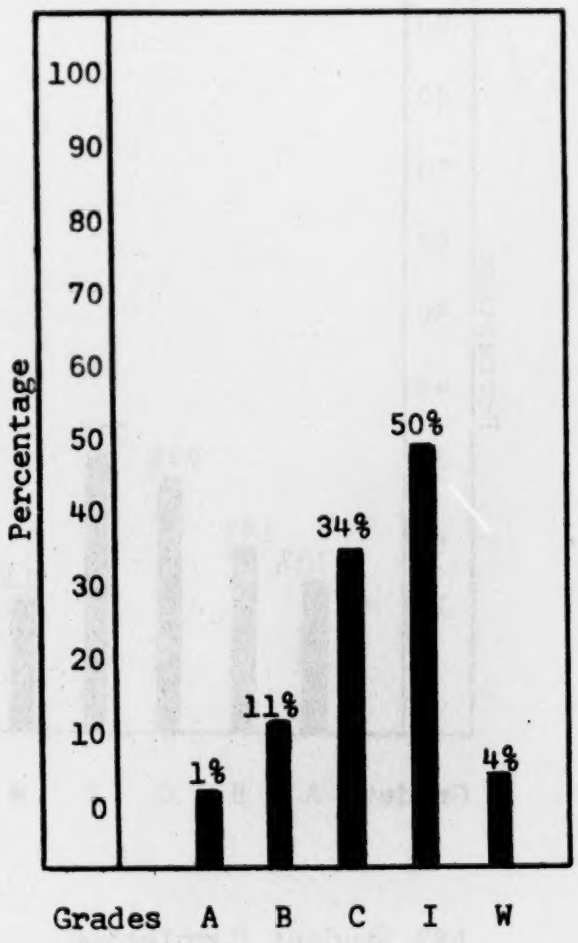
Statistical Report on student completion percentages showing the use of peer teachers in one English class from the fall of 1969 through fall 1971. (Compiled by the Research Committee of Community College Studies.)

Fall - 1969
Zero Peer Teachers



* 76% Completion

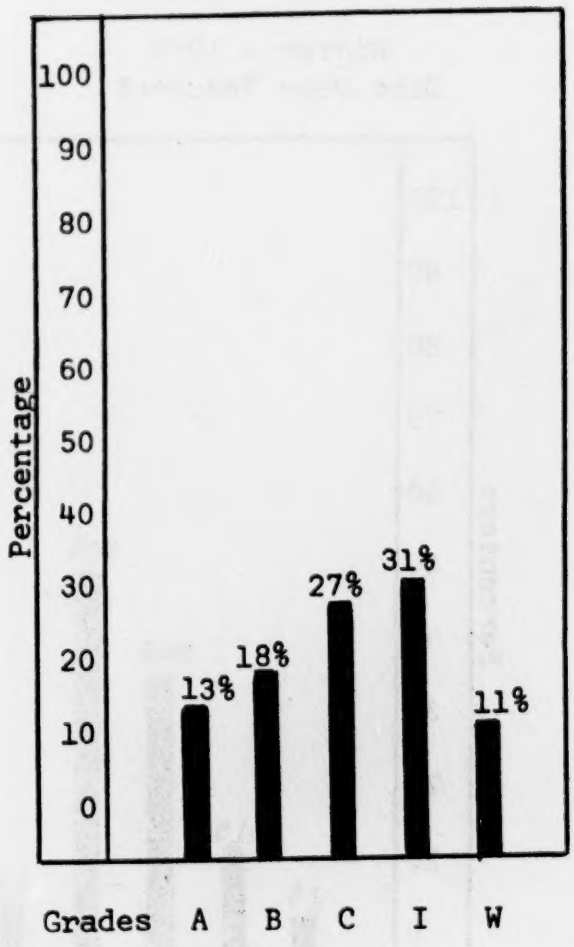
Winter - 1970
Zero Peer Teachers



46% Completion

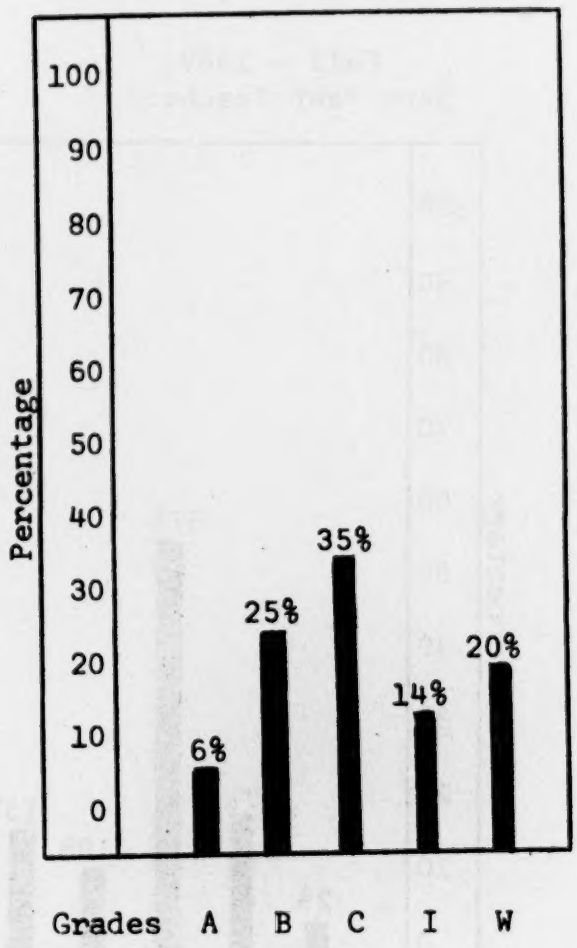
* First year of program

Fall - 1970
Five Peer Teachers
One per class



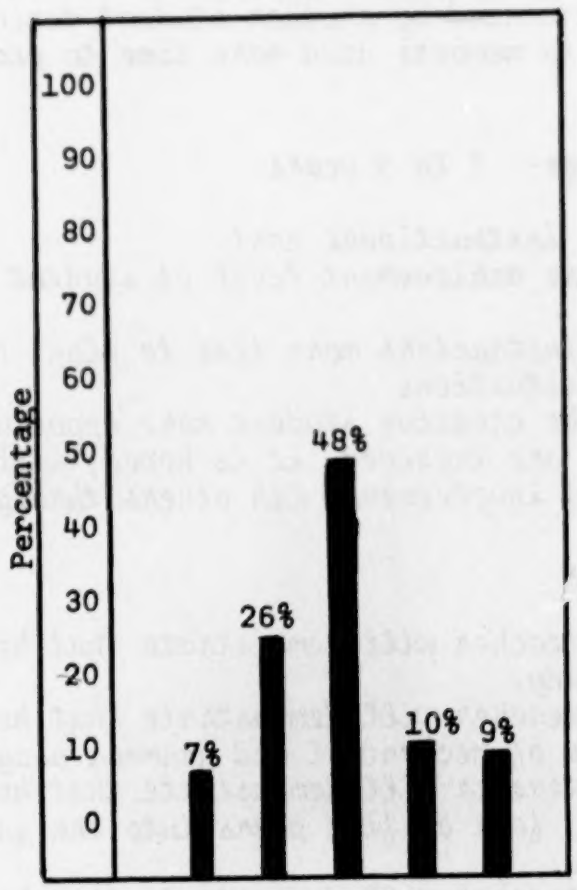
58% Student Completion
Total Students - 115

Winter - 1971
Ten Peer Teachers
Two per class



66% Student Completion
Total Students - 103

Fall - 1971
Twenty Peer Teachers
Four per class



81% Student Completion

PEER TEACHING

Community College Studies - English

Similar programs are being developed in CCS social science, science and psychology

Program rationale - An excellent way to reinforce one's own knowledge of a subject is to teach it to someone else. A student often has more understanding of the difficulties experienced by another student during initial learning than a faculty member. Faculty members need more time to plan for management of learning.

Program goals - long range-- 2 to 5 years

1. To reduce instructional cost
2. To increase achievement level of student (especially remedial students)
3. To allow instructors more time to plan, design, and manage learning situations
4. To give the creative student more opportunities to be involved-- Those who are involved, it is hoped, will continue to exhibit a sense of involvement with others throughout their lives.

Objectives -

1. The peer teacher will demonstrate that he can write with 80% accuracy.
2. The peer teacher will demonstrate that he can recognize the skills of mechanical and grammar usage.
3. The peer teacher will demonstrate that he can organize a group of four or five peers into the favorable learning atmosphere.
4. The peer teacher will demonstrate that he can communicate with his peers by his asking for feedback from the tutoree.
5. The peer teacher will demonstrate his concern for his peers by contacting them when they are not responding to class attendance or class activity.
6. The peer teacher will attend, participate, and discuss with other peer teachers in a bi-weekly workshop the encounters they have with peers in the learning process.

The peer teacher will work with tutorees who are expected to meet the following behavioral objectives:

1. Given prior training and education or the CCS individualized programmed treatment, the student will demonstrate minimum competency in the area of English grammar.

2. CCS graduate will possess minimum composition skills in the following areas:

   a. Paragraph development
   b. Organization
   c. Coherence
   d. Clarity

3. The CCS graduate will possess verbal, dialogue-interaction skills necessary to communicate effectively on appropriate college-level subjects with both peers and teachers.

4. The CCS graduate will be able to demonstrate his communicative skills and abilities when confronted with verbal tasks arising from a personal creative project.

mgrh
1-28-72

PEER TEACHING

Community College Studies - Psychology

Rationale - The peer teachers learn leadership techniques, principles of group dynamics, human relations, and personal growth. They are also performing an invaluable service to students, who can often identify with and relate to the peer teacher best. In addition, peer teachers give feedback to the instructor as to techniques used and activity suggestions.

Goals - Those who participate in the Psychology 203 program for peer teachers will have gained (grown) in the following areas:

Insight into self-personal growth
Teaching techniques
Human relations leadership
Group dynamics learning
Small group techniques experience

Objectives - During the course of a semester, the peer teacher will:

1. Plan and lead a minimum of two class activities on his own
2. Help plan and lead class activities for each week (he will spend an hour in a planning session with the instructor)
3. Participate in a feedback session with the instructor on techniques and personal style
4. Take and discuss with the instructor the FIRO-B test of interpersonal relations

Resources - The Shared Journey

1. NTL Handbooks of human relations activities
2. Various worksheets developed by the counselors for Psychology 101
3. Films, materials, and readings for Psychology 101

Format - Peer teachers participate in two hours of class with students and one hour a week in planning sessions with the instructor. Some administrative procedures (record keeping, work standards) are carried out by the peer teachers, but the class participation and leadership are stressed. Problems and solutions are discussed not only with the instructor but also in some joint meetings with the Team IV social science peer teachers.

Procedure - Peer teachers will start off with more help in structuring their one-hour periods with their half (about 10 minutes) of the class. Worksheets and readings are utilized along with movies such as the Skinnerian "Behavioral Science in Action," and the peer teachers are encouraged to take more and more initiative in planning the hour class activities. Some large group activities, breaking up into smaller (five or six students) groups, are lead by the peer teachers. During the semester, peer teachers will be given freedom to express their own personal sytles in some class sessions--followed by a feedback session with the instructor. Peer teachers check and return all work turned in to them during activities for their class hour.

Instructor's Role - The instructor acts much like an advisor for a project for independent study or thesis. That is, she works out plans with the peer teacher,

adds resource material, and gives feedback as to how much growth she sees taking place and areas where growth is needed. During larger two-hour class sessions, the instructor and peer teacher will work together as co-trainers, facilitators, and task leaders.

Evaluation - Peer teachers are evaluated on the dimensions of growth in independence, responsibility, maturity, leadership techniques, and knowledge of small group dynamics. Specifically, they will meet in a final feedback session with the instructor. At this session, both instructor and peer teacher will be giving and receiving feedback on these dimensions. The peer teacher's grade will be based upon a combination of the instructor's evaluation, the peer teacher's own evaluation, and results of evaluations filled out by the students at the same time they out evaluations on the instructor and the course.

mgrh

PEER TEACHING

Community College Studies - Biology

Rationale - A student often has a better understanding of the difficulties another student experiences during initial learning than does a faculty member. In addition, teaching is an excellent way to reinforce one's own knowledge of a subject. With the aid of a peer teacher, faculty members have more time to plan and structure the learning situation.

Goals - (2 to 5 years)

1. To increase the achievement level of students (especially the remedial student)
2. To provide opportunities for the more advanced student to become creatively involved with the learning experience
3. To allow instructors more time to plan and manage learning situations
4. To reduce instructional costs

Objectives -

1. The peer teacher will demonstrate his knowledge of the following principle areas of biology:

   a. Basic methods of scientific investigation
   b. Classification of plants and animals
   c. Systems of the human body
   d. Behavior
   e. Ecology

2. The peer teacher will demonstrate his ability to instruct students in each of the above areas.
3. The peer teacher will demonstrate his competency in basic math skills with 80% accuracy.
4. The peer teacher will attend one two-hour, small group session per week during which he will participate in the learning activities of his tutorees.
5. The peer teacher will meet with the faculty member at least once a week to discuss the coming week's activities and his role in these.

Resources - available to the peer teacher and CCS student are the following:

- Biology text - Basic Biology (Elliott and Voeller)
- Math drills - Topic in Mathematics (Gill)
- Work sheets with page references corresponding to each of the units into which the text is divided
- Preserved plant and animal materials
- General laboratory equipment and supplies (microscopes, slides, balances, etc.)

Format - Each CCS student participates in the following:

One large group session (225 students) per week
One small group session (20 to 25 students) per week
Several field trips during the course of the semester

Procedure - The peer teacher's primary responsibility lies with the small group meetings. These are essentially designed as individualized work sessions in which the CCS student utilizes his text to complete the work sheets, works through math drills, performs laboratory exercises, and takes tests corresponding to each unit studied. It is the peer teacher's responsibility to:

1. Review work sheets with small groups of students as they are completed
2. Work individually with students experiencing difficulties with their math drills
3. Administer tests
4. Grade tests
5. Set up laboratory exercises and demonstrations (dissections, etc.)

Instructor's role - Within this format, it is the instructor's role to:

1. Plan and lead group sessions (films, lectures, etc.)
2. Devise laboratory exercises
3. Write work sheets
4. Write tests
5. Conduct field trips

Evaluation - The peer teacher will be evaluated in the following manner--he will:

1. Demonstrate his competency in specific areas of biology by achieving 80% on the Biology 102 final examination.
2. Demonstrate his competency in math by achieving 80% on the math final.
3. Demonstrate his teaching ability (based on an evaluation by his peers).

mgrh
1-28-72

COURSE: READING 101 - PEER TEACHING

RATIONALE:

I believe that students learn from each other. A peer teacher can stimulate the learning processes of the student who is underprepared in reading. Conversely, according to educational surveys made in New York and California in which superior students taught inferior students, tests indicated that the superior students made more educational progress than the inferior students. In addition, the peer teachers seem to gain a deeper perception of and sympathetic appreciation for their fellow students.

GOALS:

I expect the following attitudes, achievements, and behaviors in the peer teachers at the end of the program:

1. A better idea of the many and intricate skills involved in reading.
2. Increased ability to work with other people.
3. Utilized initiative in a teaching situation.
4. A determination if teaching is a proper vocational choice.
5. Realization that reading is a basic skill to most educational processes, in and out of school.
6. Retention of memory that helping others is a worthwhile and satisfying experience.

OBJECTIVES:

1. An awareness that every learner has individual reading problems and needs.
2. A demonstration of his ability to work with one learner or a small group.
3. The development of material and presentation of several types of learning situations.
4. A demonstration of his ability to receive directions for teaching a definite skill and to follow through the lesson to a successful completion.
5. An evaluative expression, either oral or written, that the peer teacher has added knowledge, skills, and appreciations gained from his teaching experience.
6. An evaluation of the peer teacher's reading achievement by means of a standardized reading test.
7. Familiarization with laboratory materials and knowledge of how to operate the laboratory equipment.

RESOURCES

1. Workbooks, texts, newspapers, magazines, and study sheets

2. Library

3. Listen and Read tapes

4. E.D.L. Controlled Readers

5. Educational Kit Material such as "Reading for Understanding," and "Occupational Exploration"

6. Audex: Record and Visual screen format

The peer teacher in reading can be expected to help underprepared students in the following ways:

1. To assist the learning students in their vocabulary study and in the use of the dictionary.

2. After correction of papers, to explain why the errors have been made.

3. To explain the use of the machines and the kit material and to guide the learner in their use.

PROCEDURE:

Since each day and every individual presents new learning situations, any one of many procedures can be used. After the instructor has explained the technique involved, the peer teacher is given only one specific problem or task to perform.

INSTRUCTOR'S ROLE:

The instructor's role is:

1. To formulate a program of various experiences

2. To explain and counsel before the student teacher is expected to perform.

3. To provide materials or to ask the peer teacher to obtain from his own resources certain specified materials.

4. To observe occasionally the manner in which the peer teacher is handling the the teaching situation.

5. To assist the student in a self-evaluation.

EVALUATION:

The final evaluation should take place at a conference with the peer teacher. Questions which could be discussed with the participant are:

1. Did the student enjoy the experience?

2. What was the most satisfying or worthwhile experience?

3. Was there a time when he felt uncomfortable? Explore the reason.

4. What specific gains did the student think he made?

The grade should be assigned through mutual agreement.

VB/mgrh

12-13-71

PEER TEACHING

Community College Studies - Social Science

Rationale - The peer teaching program will be a learning experience for the peer teacher, give individual attention to the students in the class, and allow the instructor extra time for class preparation. The underlying philosophy of peer teaching as a learning experience is that inherent to the teaching process is a mastery not only of cognitive material but also the skills needed to convey that material to others.

Goals - (Long Range) 2 - 5 years

1. To reduce the cost of instructor load
2. To increase the amount of individual instruction to each student (This is especially important for remedial students.)
3. To raise grades of students
4. To allow students who are peer teachers more opportunities to creatively explore the teaching process
5. To allow the instructor more time for course planning

Resources -

1. Individual students assigned as peer teachers
2. Library
3. Conferences
4. Dial Access
5. Films
6. The Community
7. Speakers
8. Written evaluations

Format - Each peer teacher will work with small groups of eight to ten students during dialogue sessions. During writing sessions, the peer teacher will be available to meet with individual students as they request help in completing their assignments. The peer teacher will meet at least one hour a week with the other peer teachers and the instructor to discuss cognitive material, plan teaching strategies, and evaluate classroom experiences.

Procedure - The peer teacher will work with students who are expected to meet the behavioral objectives in the Community College Studies Social Science Program.

Instructor's Role - The instructor will serve as directing and team teacher to the peer teachers. The instructor will meet jointly with all the peer teachers once a week and separately with each peer teacher at least once a week. The process of course evaluation and individual student evaluation will be on going and will formally take place at least three times during the semester.

Evaluation - The peer teachers are expected to function as befits the responsibility and maturity called for by the position. They will attend all classes, keep current records, and participate in weekly seminar sessions with the instructor and other peer teachers. Any student who successfully carries out the duties of a peer teacher will receive a grade of A, and those not functioning on an A level will be asked to leave the program.

mgrh

THE PEER TEACHER
Ronald Thompson

A vital tool in individualized learning is the ability of the instructor to meet, talk, and help each student. One instructor to twenty-two students in a sixty-minute class session allows the instructor 2.5 minutes with each student (enough time to start the social graces). A possible answer to this time problem is peer teachers.

Peer teaching over a period of time has proven to be the answer to growth in learning and success in education. It is primarily a means of encouraging the student to "keep pushing," success is around the corner.

In order for peer teaching to work, the instructor must relinquish his dominance in a class and learn from the peer teachers--a task I found difficult but rewarding. In short, he must try becoming a peer teacher himself.

VIEWS ON THE USE OF PEER TEACHERS
Pat Williams

Upon learning of peer teaching, I felt that it was no doubt another one of those programs that on paper looks absolutely beautiful, but in practice yields less than the desired effect. Being involved in the program, I have discovered that this is not the case.

It appears that everybody benefits from the Peer Teaching Program. The student often finds in the peer teacher a friend, and he receives from that peer teacher valuable attention which he might otherwise have had to do without. The peer teacher is in a learning experience different from those he has always known. He is in a position of responsibility. His rewarding experience is further enhanced by a feeling of accomplishment. The teacher, of course, is thrilled to be able to give more attention to students who really need it.

I endorse the Peer Teaching Program. It's as good as it looks.

THE USE OF PEER TEACHERS IN PSYCHOLOGY
Joan Auspitz, Instructor

My own experience with a peer teacher has been most rewarding. In one way, he was a constant source of feedback for me, and often was able to give very valuable criticism and/or praise of my teaching methods based both on his own observations and on what students said to him.

In another respect, he was enabled to develop his own skills of group facilitation and of teaching. He had, and still has, his own ideas of how things should be done, and peer teaching seems to have afforded him the perfect opportunity to experiment.

Working with a peer teacher also affords a chance to hear another "teacher's" ideas for lesson methodology and implementation and, as such, provides another source of creativity and fresh thinking.

I feel this is an excellent program and I would like to see it continue.

THE USE OF PEER TEACHERS IN READING
Maureen Lukenbill, Instructor

The peer teaching program is of great value to me in my CCS reading classes. My reading program is individualized with each student's program designed specifically to meet his reading needs. After training, the peer teacher is able to assist the student with his program--anything from finding his work packet to assisting him with specific problems to helping the student check his work and identify weaknesses. I am freer then to work individually with more students and have more individual conferences.

VIEWS ON THE USE OF PEER TEACHERS

Dolores Lenza

It has been my thinking for years that a student has more understanding of the problems experienced by another student than does a teacher. This and the fact that a peer teacher could reinforce his own learning by teaching someone else are my reasons for pushing the Peer Teaching Program.

However, not only does the former take place, but having peer teachers affords me more time to plan new learning situations. It also allows more time for individual remediation, thus increasing the achievement level of the student. The atmosphere of small groups of students with a helper or an individual with a helper is very good for our remedial students. They need all the help they can get, and there is not enough class time or office hours available for each student to receive this help from one faculty member. But with several "teachers," there's a chance that many problems can be solved.

The Peer Teaching Program has been a godsend for me and my students--even the more creative student gets more involved. I have seen more learning take place this year than ever before.

Bill Hajdukiewicz
2-4-72

BIOLOGY 102, PHYSICS 104 - PEER TEACHERS

The Peer Teaching Program has contributed immeasurably to the efficiency of instructors in Biology 102 and Physics 104 and, therefore, to the success of these two programs. In order to implement the individualized study design, which is the aim of the science program, the instructor must be free to give personal instruction to the several different study groups that form during each class session. When a peer teacher is present, he may be given the task of working with other groups at the same time, thereby giving the instructor this flexibility and at the same time not depriving students of needed instruction. The benefit to the instructor and students is obvious. The peer teacher, in turn, has the opportunity to reinforce his own knowledge of the subject matter.

WH/mgrh

THE USE OF PEER TEACHERS IN BIOLOGY 102 AND PHYSICS 104

Mardee Skolnick, Instructor

Both CCS Biology 102 and Physics 104 are designed to allow each individual student to proceed through an established program at a pace suitable to his abilities and motivation. In order to implement this philosophy, a certain degree of freedom is required for the instructor to meet with and over-see each of the several small groups into which the class naturally divides during each session. At the same time, students (or groups of students) requiring extensive direction or instruction must be served. It is only when a peer teacher (or optimally two) is present that this program can be adhered to as conceived.

The peer teacher is generally assigned to give personal attention to students who are behind in their work (eg., occasionally to repeat the lesson given by the instructor during the previous meeting) or to demonstrate the use of certain laboratory instruments; activities which may not require the close personal attention of the instructor. In turn, the peer teacher acquires additional knowledge in the subject area, valuable teaching techniques, and the tremendous satisfaction that comes from helping others (a feeling expressed to me on numerous occasions.)

In sections in which no peer teachers are available, the instructor is frequently forced to keep all members of the class working on the same lesson at the same time, to the detriment of both the more advanced and slower individual.

There is no doubt in my mind that the peer teacher program is of trememdous value to all concerned; the instructor, the students, and the peer teachers themselves.

February 7, 1972

MEMORANDUM

TO: William Tillett

FROM: David Jenrette

SUBJECT: PEER TEACHERS AND THEIR USE

I have found the use of peer teachers to be extremely rewarding to the educational program in Community College Studies and to myself as a teacher. I have found peer teachers to be useful in some of the following ways: (I think as time goes by we will find even more important and varied uses for peer teachers.)

1. The peer teacher is useful to help with the odds and ends and chores in teaching--someone to hand out additional papers, collect papers, check records, take attendance, and other things of this sort.

2. The peer teacher is useful as someone to provide individual attention. By this, I mean when one student is having difficulty he can raise his hand, and the peer teacher will assist that student without interferring with the rest of the class as it progresses.

3. The peer teacher can actually be a teacher with a small group of students, say eight to ten students, off in the corner. In this way, I, the professional teacher, can spend more time working in varied areas. It is, in effect, dividing me into several parts by having a peer teacher.

4. One which I find particularly beneficial is the peer teacher can serve as a consultant to me. That means that I can sit down with someone, discuss what I plan to do in the class, and get his/her opinion with this as to whether or not it will work and be understood.

5. I think an advantage for the peer teacher is that he/she starts learning materials much more completely than he/she ever learned them before. It obviously is not enough to learn something for yourself, but if you can teach it to others then you have really learned it.

In the above list, as well as other areas, I feel that the Peer Teaching Program is an important adjunct to Miami-Dade Junior College. I would like to see it continued and expanded. I will be happy to participate in it in any way that I can.

DVJ/mgrh

PEER TEACHING IN THE SOCIAL SCIENCE CLASSES

Harriet Greenberg, Instructor

The beneficial aspects of the peer teaching program are threefold; benefits to the peer teacher, benefits to the students and benefits to the teacher.

Although a combination of these three elements is crucial to the success of the program, I feel that the benefits to the peer teacher herself is the most important consideration. The peer teachers not only develop their skills in a given subject area, but more important they mature by meeting the responsibilities intrinsic to their role as a peer teacher. The students in the classroom get more personal attention than they would with only one teacher, and they feel more relaxed with a peer teacher closer to their age. The instructor receives assistance in the classroom and in planning sessions from the peer teacher.

I will mention a few of the ways that I have used peer teachers this year. They are invaluable in planning sessions because they can give immediate feedback about subject material and assignments from a student's point of view. When functioning at their best, they provide creative approaches to subject material, assignments, and teaching techniques. They provide guidance for students doing activities outside of class. Although their primary functions do not include doing a teachers "dirty work" (grading papers, running errands, etc.), they can learn a great deal from participating in the evaluation process, and should be included in it.

PEER TEACHING
Billie Adkins

The peer teaching program at Miami-Dade Jr. College is notable for its fundamental achievement of perpetuating personalized knowledge and instruction to those students who are less fortunate and perhaps not as academically advanced as others. The concept is most commendable and even problems such as over-crowding and lack of facilities do not override the cumulative results. The balanced interrelationship is reciprical and peer teaching gains insight of the complexity that most teachers are faced with when dealing with this particular situation.

I found the students to be cooperative, and for the most part, eager and anxious to learn. I found that personal instruction is vital to some students who have had difficulty succeeding regular classrooms where teachers are unable to give individual attention. The students are encouraged to achieve on their own level and this stimulates them to a greater degree.

The over-crowding is detremental to this type of program. It is difficult to maintain a proper atmosphere in the midst of noise and confusion. I believe that some students really do not need this individual instruction and could be placed in regular classrooms. This would enable the peer teachers to spend more time with the students who really need this help.

In conclusion, it is invaluable to the students who are taught and enriching to the ones who teach. I would like to see the program extended and continued to the end that even greater good may be accomplished.

I was personally gratified to be a part of this project this semester and hope others will be encouraged to participate.

HOW I FEEL ABOUT MY PEER TEACHER
Linda Bonanno

My peer teacher, Ira, has been helpful to me. He is clear and understanding in explaining things to me if I don't understand something. Ira was good in leading a discussion in our dialogue groups. He made it easier for me to know what I was going to write about in my assignment from the dialogue sessions that we talked about.

I'd like to have the same peer teacher for next semester, because he'll understand the way I do my work. The only thing Ira doesn't do, is go over my work with me so I know how I'm doing or how to correct my mistakes. Other than that, he was a good peer teacher and easy to get along with.

PEER TEACHER
Joyce Shannon

By becoming a peer teacher I have gained the experience of relating my acquired knowledge to other students in an English class. It has also given me an insight as to what kind of situations a teacher encounters.

I am under the direction of Mr. Tillett who organizes the weekly assignments for my class. Most of the assignments relate to problems in today's society and the students are encouraged to give their own views on each topic. These assignments consist of an outline, tape, and essay. The outline is used to give students an opportunity to hear how they speak. The students record on the tape a short summary about the topic and follow the outline as a guide. The essay which is written last must correspond to the outline. It must include a well written introductory and concluding paragraph.

At the beginning of each class session all the students meet with their peer teacher. A discussion is held on a topic selected by Mr. Tillett or the peer teacher. It is the peer teacher's responsibility to lead the discussion and to encourage every group member to participate. This is relatively easy since each group consists of five to eight members and is held in a casual manner.

My group which has the best writing ability is made up of five female students and one male student. Out discussions are very successful because everyone gets along well with each other. I have no problem of encouraging my students to speak as everyone becomes so involved, I usually run out of class time. The discussion which proved to be most interesting was called "Myself." We first discussed the relationships between older and younger children in various families. My group then turned into a human relations group. Everyone, in turn, gave their first opinions and their opinions now about everyone else in the group. All the students gave their honest opinions and even I became a part of the group. No one was insulted and the results were a complete success.

Every week, my students are allowed to leave after completing their writing assignment. As each student turns in their paper to me, I talk with them for a few minutes. I glance over their essay and offer suggestions for improvement. I also ask if they had any problems understanding the assignment. I listen to any ideas, complaints, or suggestions they may have concerning the English class. By doing this, I keep in constant contact with my students. It seems that it makes it easier for them to relate to me as another student and not as a teacher.

Fred, the only male in my group, had been my most successful student. His main weaknesses were writing outlines and depending on other students to help him complete his assignments. Both weaknesses have gradually disappeared. His imagination and improved writing ability have made his essays interesting and enjoyable to read.

The student I am most proud of is Rosa. During the first few weeks of class her compositions were poorly written with frequent verb usage errors. She has rapidly improved her outlines and compositions since I have explained the organization of writing to her. She seems very pleased with her own progress and continues to improve.

Brenda Barkley is my most energetic student. She has completed all her assignments on time and is presently ahead in my group working on grammar assignments given by Mr. Tillett. Her weakness is writing too many of her compositions in the first person. In her concluding paragraph she usually asks the reader a question which she cannot answer herself.

Luesendra is a quiet student who expresses herself clearer in her essays than on her tape. She is moderately quiet during discussions and sometimes it is necessary for me to ask her questions to bring out her opinions.

Brenda Stubbs is my leader during discussions. She will always give her opinions on any subject being discussed. She puts a lot of thought into her essays and jots down notes before organizing an outline. She sometimes tries to put too many ideas into one paper, but improvement has been shown with the use of her outlines.

I am disappointed with one of my students named Ellen. She has the potential to become an "A" student but lacks interest in her assignments. She has been absent from half of the class meetings and has made no attempt to complete the missed assignments. I have been unsuccessful when talking with her about her work.

I feel that the peer teaching program has been very successful for both the peer teacher and the student. It gives the peer teacher a chance to explore the teaching field for a possible career as a teacher. It also gives the peer teacher the opportunity to meet and help students in various situations. The student benefits by having someone to turn to whenever he has any questions or problems concerning his work.

In my opinion there are no real weaknesses in the peer teaching program. It is the peer teacher's responsibility to attend class sessions and peer teacher meetings to stay well informed on all the activities of the students. The peer teacher should occasionally act as a medium between the students and the teacher.

I have thoroughly enjoyed participating in the peer teaching program and plan to remain a peer teacher during the winter term. I am also considering teaching as a profession after completing college. Through the experience of teaching others and the knowledge accumalated from others, I have gained many new ideas and friendships.

MY REFLECTIONS ON MY PEER TEACHER
Matthew Capers

There is a great and promising future for the peer teaching program. This new system is one that needs to be employed in all levels of education, mainly because for too long we've been "hung up" on the idea that the teacher-student relationship is the only true and feasible means of acquiring good, quality education. This, however, is far from being true.

My peer teacher experience has somewhat been an enrichment in learning. That is, my studying attitude has improved considerably. This can be attributed to two major, among the many minor, causes. First of all, the student relationship on a one to one basis has been perfectly performed by my peer teacher. That feeling of being relaxed, which he gives one, would be envied by many instructors. Secondly, it seems as though the dialogue hour has been made informal, but informative by the peer teacher. One cannot only converse more affluently on an informalized basis, moreover, one can even write more effectively and more adequately. The latter is the one which I observed most in my peer teacher.

Another highly distinguishable characteristic of my peer teacher is the type of atmosphere he implies. The type of feeling that says "hey look, I am here to help you, yours is but to ask."

My achievement has been partly acquired through the guidance of my peer teacher. Not that he did the work for me, rather his being there to help when difficult problems arose.

Should I had been in another class in which the peer teacher program was not employed, I don't think it would affect my potential, however, it would have in some way affected the feasibility of my using these potential abilities to grasp the most from this English course.

PEER TEACHING
Ruth Goldman

The system of peer teaching is a very good idea if it could be better organized. To begin with, there are no lesson plans made so that the peer teacher will know what's going on. You can't help the students if you're not sure what's going on. I feel that lessons should be announced well in advance. I also feel there is some kind of lack of communication between the program and the peer teachers. An example of this is that most of the peer teachers didn't know about the meeting, and it was by no fault of the peer teacher. This new program could prove to be very successful if it could be planned better.

MY EXPERIENCES IN PEER TEACHING

Diana Diz

After being a peer teacher for the past semester, I can say that I have gained a great deal of experience both in understanding people and also in gaining patience. At first I was a little confused as to what I was supposed to do and what was required of me as a peer teacher. When I first started, I felt that the students were a bit reluctant in asking me questions. I also was not used to being asked questions, and I must say that I was a bit scared of not being able to answer their questions. However, as I got to know the students, I felt more at ease around them, and I began to be more interested in their questions and in what they were doing. As they got to know me, they also began to change towards me. At first, I also thought that I would be better off being just involved with the students as far as the studies went, and in a very outward basis so to speak. But I realized after a while that it might be better to get on the friendly basis with them. I tried this and I think it was at this point that I began to really be interested in their work and in the students themselves. By being more of a friend than a teacher toward them, I became closer to them and on the other hand they began to confide more and more in me. Where as in the beginning, they were reluctant in asking me questions. Afterwards, they began to be more at ease with me also.

Later on I felt that being of the same age, more or less, they liked to ask me more questions than they did of the teacher. I think the reason for this was that if they had a question that they thought was kind of silly, they weren't so embarrased asking me than asking the teacher. Therefore, in my opinion, one of the advantages of peer teachers is that they are, because of their age, able to reach the students in a different way than can the teachers. On the other hand, however, I have found that one of the weaknesses of peer teachers is that they cannot impose respect in the classroom as the instructor can. Sometimes the students try to take advantage of the fact that the peer teacher is not really a teacher, to get away with some things. However, this does not really happen very often, at least not to me.

In general, my evaluation of the peer teaching program is that it is a great help to the student because of the fact that the student can have the help of the peer teacher on one hand, and the instructor's help on the other, and sometimes a student needs this.

PEER TEACHING
Liset Rodriguez

My opinion of the whole program is that it tries to accomplish something very worthwhile. I say tries, because I don't think it is working out. The biggest factor we have to consider is the size of the classroom. The classes are too crammed together, therefore, the students are figety and they become bored very easily. When students become bored, there isn't a way in which you can teach them, get their interest, and get what you're teaching to sink in. Some of these students don't really care, and I guess more individual attention should be given. But the problem there, is that you don't have enough teachers to go around.

Peer teaching is very interesting. It gives me a chance to learn as well as to help others. It gives me an inner satisfaction to know I'm helping someone get ahead in the world. Believe me, these students need all the help they can get. Some of them are in the seventh, eighth, and ninth grade reading level and that's really pathetic, when you think they're in college.

My solution would be to get a bigger classroom, like a classroom situation where the teacher can relate better to the students. The books used in the program are very good, as far as to their purpose. But the main problem is more rooms. Without room, I can't see how the program will succeed.

PEER TEACHER TO MR. JENRETTE
Sally Scheer

I was given several work sheets to fill out before I went over them in the classes. The first day was the hardest. Even with the work sheets before me and reading up on the work in the book, I didn't know how I would do. I was very scared of making a mistake and someone correcting it because I was supposed to help them, not them me. Everyone was very friendly after the first hour and I completely forgot I was scared.

It was very unorganized. One day I would be helping in Biology, the next day in Math and somedays I just graded papers. It would have been better if the students were put in groups and I would have worked with one group at a time. A test should be given and students evaluated on where they stand in math. Some students know one thing and others knew something else. I was jumping from student to student in all different kinds of work. If I was given a group of students that was weak in the same field, I could have gone over it all at once and explained it to this group, then go on to the next group and worked with their weaknesses and so on.

It was an experience I was glad to go through. I received satisfaction on knowing I helped someone. Some students needed much more help than other students. The first student I worked with received a 4% on the math final. All the students I helped were very grateful for my helping them. Many thanked me after the final test. The lowest grade in the math final so far was 79%. Seeing these grades, I know I've done some good. I was very proud of myself that I was able to do this.

PEER TEACHING

Mary Zavala

There are many techniques which have helped my students. Among these are the outlines and discussions. They have not only helped the student write better, but also have helped them get acquainted with their peer teachers.

The outline has helped my students organize their paragraph before writing them as an essay. It also helps them to see in advance which way to approach their subject. Along with this, however, is heard the common complaint of the tapes. They just don't like them. They feel that the outline serves the purpose of organizing their thoughts and formulating their opinions. Therefore, they see no reason for the tapes, except to repeat what they have already written in their outline.

Another complaint is that my students have not been reading their assignments. They don't feel that they are obligated to read them. I feel that this problem could be straightened out by giving more quizzes on this material, in order for them to realize the importance of doing their assignments. But also remember that it is very difficult to remember all the material, so the quiz should be made as easy as possible and should not count too much of their grade.

Another suggestion would be to give out as much material as possible concerning sentence, paragraph and outline structures. This would give the students an opportunity to see the correct way of accomplishing their assignments.

PEER TEACHER TO MRS. LENZA
Elizabeth Schneider

Working as a peer teacher in the CCS program has many advantages for the instructor, the students, and myself. The program seems to be working well for everyone, and it should continue.

The instructor has more spare time to give individual help to the students. The goal of the CCS program is to help students who are not as prepared for college work as others, and peer teachers give the students a chance for more individual help. This is how the program helps the instructor and the students.

Not only has the program benefited the instructor and the students, but is has also helped me in many ways. There have been numerous times when reference work was needed and this practice has been helpful. While grading papers, there have been occasions when I needed to look up words or correct grammatical usage. These are a few of the ways the peer teaching program has benefited me.

In my opinion, the program is very effective and has only a few real weaknesses. While talking to a few of the students about the program, I agreed on one certain weakness. In the classroom where I assist the instructor, the space available is very small and quite crowded. A legitimate complaint concerns the small classrooms and the lack of tables. This is one weakness I can see in the program and it probably concerns the CCS program more than the peer teachers program. Another weakness is the fact that the students don't fully trust the peer teachers. However, time will solve this problem. Otherwise, the program for peer teachers carries many advantages for all concerned.

PEER TEACHER TO MRS. BIEDA
Yvonne Ledergerber

The CCS program appears to be a very fine program. It is good to know that a college cares enough about its students to help them in this way.

The teaching is done very well, especially the way the material is presented. Everything is said in words that these students understand and is presented in such a manner and way that they can follow without any mix-up.

There are two holdbacks in this program that I know of; the facilities and "population explosion." The facilities are very small and the acoustics are poor. It is hard to expect these type of students to understand and learn in such small classrooms and crowded conditions. Also, if there were less people to a class, it would be better for the students and the teacher. The students can get more individual help, and the teacher is able to pay more attention to the student's needs and know them better in the personal aspect. The classes should be limited to ten people at the most.

As much as I would like to continue in this program as a peer teacher, I think it would be better for me to take a regular English course next term. I would like, however, to come in as a volunteer if it is at all possible. I feel that I should advance myself in English, and the only way to do this would be to take Business Writing 231.

EVALUATIVE ESSAY
John Moore

Peer teaching with the CCS program has proven to be a valuable experience. There are, however, certain weaknesses and strengths that I should like to mention. The greatest weakness of the CCS program is architectural, not educational, in nature. The room in which students, and teachers are thrown is to say the least, not conductive to learning. The atmosphere is absolutely choatic. Even the army barracks would be a better place to hold classes.

I found that another weakness lay in the lack of communication between peer teachers and instructors. The instructor should confer with peer teachers in constructing lesson plans and course objectives. This lack of communication led to a few embarrassing situations in the classroom. Students would ask me what we were going to do in class and I would have to tell them that I haven't the faintest idea.

The strength of the program greatly outweighs its weaknesses. Its basic strength lies in the peer teaching approach to learning. These students need the individual attention that instructors cannot always provide. Small classes is another strength. Keep them as small as possible. I think that the three hour block of instruction is another good point. All too often students become interested in a class, we were able to discuss a topic and write about it in class that same day.

REFLECTIONS ON MY TWO PEER TEACHERS

Elyse Newmark

When I attended English class for the first time, I was introduced to Danny. I joined in with my peers in Danny's workshop. I found Danny's group discussions quite stimulating. During group discussions I was able to express myself freely among my peers, which gave me a lot of self satisfaction. My peer, Danny, and I never got off the topic we were grossly involved in. After joining in on Danny's group discussions, I was later told that Danny's peers were diffusing into another group. I was then placed in Greg's workshop.

I infrequently sat in Greg's group discussions. I was more involved in participating in Danny's group, discussion wise, not work wise. The reason for my joining in Danny's group was because I was in the production of a film. Being involved in acting in the film with peers tended to pull me closer to Danny's group. I feel I learned a great amount of material sitting in Danny's group discussions.

Greg, I always felt was always of much assistance to me. I feel my writing has progressed with the influence of Greg's correcting my papers with much interest. The marks of corrections on my paper helped me plug at developing better material each time I handed a composition in. I am always aware of perfecting my English grammar. I am capable now of developing above average papers. Greg did a fine job as being an all around peer teachers. Greg is a person with a lot of enthusiasm, and conscientious, and always there to give a guiding hand. Thanks again to Greg for helping me develop my writing ability, and Danny for letting me express myself freely.

PEER TEACHER TO MR. TILLETT
Greg Biance

Since this program was instituted, only progress can be the answer. Viewing from the other side of the desk, I can see the satisfaction you may obtain in opposition to the frustration. Working with my peer, I've seen both of these contradictory factors. When I can help them this is the greatest feeling anyone could receive, but breaking that barrier of their self-motivation is mine and probably many others future conquests. This will be my intention for this program next semester.

The question to be asked is how do we convert our peers to realize what gain could be obtained. I, as a rookie, only suggest ideas because of my deficiency of experience. First, we must be motivated in order to trigger their self-motivation. Peer teachers concern and an element of time outside the CCS program exist with the students. Enforcing them to call when they need help or in doubt, and possibly setting up an arrangement to follow the students concern. This attempt may possitively register the word "care" in their minds, and they in return might feel obligated to write their particular papers. After they write a few good papers, this feeling may possibly advance the students self-motivation.

A major fundamental importance, not emphasized, is reading. In order to write you've got to read. In order to read, you've got to be also motivated. If several short and interesting books could be at hand possibly someone might reach for it. The chances are slim, but even if one out of a hundred did this, much progress could be encountered.

This year has been the most pleasurable and knowledgeable one I've ever experienced. My first semester broadened the selection for my future and gave me a better perspective of another field. But, like I mentioned before, time is the element, it can't be slowed down or accelerated, but accepted. Who knows, only time can tell!

PEER TEACHER

Linda Domingo

After being a peer teacher for two terms, I can say that it is like being a friend. Its like wearing a sign saying, "let me help you." The only way that you are going to win that friendship is by not putting yourself above your peers. Make your peer teaching experience one where your peers can teach you too! In the end, you both will have shared.

Although I am sure any student would appreciate help given in such a manner, I don't feel that students outside of Community College Studies would utilize it as fully. Sure everyone could use someone elses help, whether they would like to admit it or not. Such a student, you will find in CCS. If you extend that help, it will be taken. Someone who will automatically give out answers, is not someone the student needs. If you would take the time and work it out, you might find a little more has been learned.

Last, but not least, an important part of the peer teaching program, is its aid to the teacher. Of course, you do more than file papers and record grades, but believe me in the end, your peers will get two teachers.

I feel very fortunate to have been able to be a part of the program for another term. In our education system, you will always need someone or something to fall back on.

PEER TEACHER TO MR. TILLETT

Daniel Kaufman

Ever since the beginning of time people have concerned themselves with the idea of educating their youth. At first, education must have been extremely crude, with probably just enough knowledge to survive. However, as time went on people progressed and found it necessary to develop a common language. Ever since that time, there has been a need for teachers.

Through the ages teachers and their methods have been many. For many years the education received from parents was the only one students knew. However, parents had less time to teach with the beginning of specialization, and the children had much more to learn. It was at this time that there arose a teaching profession.

No two teachers teach alike, and no one knows what the best method of teaching is. However, it is generally agreed that the ideal course is for the teacher to plan out an individual course for each student. Unfortunately, contemporary teachers often have as many as 100 students at one time making it impossible to individualize. It is in this light that I recommend the peer teaching program.

Peer teaching, if done right, can take over where the instructor has to leave off. It is easier for a student to relate to his own peer and more likely to come to him for assistance. Indeed, the students speak more freely to a peer than to a teacher.

Then, too, the peer teacher can learn a great deal from his students. Along with learning the subject at hand, the peer teachers are forced to learn about human behavior and relations. Because the number of students is reduced, the peer teacher has more time to spend with each student individually.

The goal of peer teaching, as well as that of any other teaching program, is to get the students to learn. Therefore, the best peer teaching program is one that gets the students to learn in an enjoyable and easy way. There is a terrific program here at Miami-Dade, and with one alteration, it can reach and surpass its goals. It can do so because there is concern and willingness to work. The instructor should give the peer teacher a plan of the class at least a full week ahead of the scheduled meeting date. The reason for this is to give the peer teacher time to prepare his lecture and review any material necessary before the actual meeting. Outside of that adjustment, I believe that the peer teaching program should be run just as it has this year and that it will be a great success.

PEER TEACHING
Ben Caputo

The purpose of this paper is to evaluate the peer teaching program. For this evaluation, the paper will be divided into two sections; the program's strengths and weaknesses.

Looking first at the peer teaching program's strengths, I find that I have gained knowledge through working with others. In communicating with other students of our own age, I've learned to respect other's opinions. I also feel that by grading other pupils papers the peer teachers learn through the mistakes he corrects.

Looking at the second part of this paper, the weaknesses of this system, I feel that the main problem is that more strictness should be used. I found that the students don't turn in their assignments on time. There is no pressure exerted on them so they hand in papers whenever they have time. Putting grades on papers also gives the students incentive to compete for better grades. If they have been doing poorly, they'll know it and the grades will give them an indication of what the teacher thinks of their work. Another problem is that the students and their peer teachers meet only once a week together. This does not give the students and teachers a very good chance to know each other and work together.

In summing up, I think that the good outweighs the bad. I've profited a great deal through my experience this semester, and I'm looking forward to the upcoming semester.

MY PEER TEACHERS EVALUATION
Michael Higgs

A peer teacher is very helpful and saves the teacher a lot of work. It is a good idea to have a peer teacher and every teacher should have one. A teacher can't always get to all of her students, therefore, we have students with an empty mind about their work. Another good reason is that teachers can use some help with grading test papers and other paper work.

With a peer teacher, a teacher has a lot more planning and free time to set up better plan work for his class. A peer teacher is much closer to the students than most of the teachers, and the students can talk to him in an easy speaking way. They can tell him things that they are afraid to tell the teacher.

A peer teacher that has a nice and friendly way of explaining work and that can also explain it in a way in which you understand, is a very good peer teacher. Bruce is like this, and I have never seen or known him not wanting to help anyone in our class. He has given me a great boost in my attitude to do my class work.

PEER TEACHER TO MRS. LUKENBILL
Jeanette Malas

The CCS peer teaching program has added a feeling of achievement to my eighteen years. Just knowing that someone gratefully learned a most simple thing from me has fulfilled my life with some accomplishment.

The first day I attended my peer teaching class was about the most hectic and confusing class that I ever observed. Each student was doing individual work and required little help, if any at all. They were just as confused as I was and everything relied on the teacher. The teacher knew exactly who needed what and I thought that I would never be able to keep track of all the different individual work the students were doing.

The students at first seemed quite leary of me. Figuring I was much smarter than they, they would take advantage and ask for the answers they themselves were too lazy to answer. But after a while they seemed to begin asking questions about the work that they really didn't understand.

There were a few students though, that did not really care about their learning the reading material that they earnestly needed. Somehow they would avail the class, and when they did attend class, they were about as lost as they were in the beginning.

I found most of the students really interested and wanting to learn the material that somehow slipped by them. I would not call any of them dumb or stupid, because none of them are. Neither are they ignorant. Anyone who knows they need help can't be dumb, stupid or ignorant at all.

The strength of this program overpowers the weaknesses by far. The work can be explained to the students from one of their peers who understands the work a little better and can speak to them in their own "language." This program helps both the peer teacher and the student to benefit from the experience of working together. By helping the peer teacher learns just as much as the student he teaches. It also relieves the teacher of some the work so that he can work with those students who require much more attention.

The only real weakness that I find in the program is that it does demand more interested students to become peer teachers who will take great interest in helping their fellow students.

I only regret that I will not be able to continue to peer teach. The program has brought a fulfillment to my life and I will always feel that accomplishment of teaching someone.

PEER TEACHER TO MRS. WILLIAMS
Gary Sekoff

So far I have enjoyed the experience of being a peer teacher and want to continue with it next semester.

The main essence of my letter concerns a criticism of mine which I believe needs some consideration in relation to the peer teaching program here.

Since I've been a peer teacher, I have noticed that practically all the work given to the students under the peer teaching program has been in the form of composition work. This, I believe, is worthwhile as it helps the student express his ideas and assignments in written form.

But here is where a problem exists. The students can express themselves, but unfortunately it does not come out too coherent and logical in written form. This is due to their lack of a solid foundation in grammar. I know, having seen these kids, that they do have keen minds, but when it comes to putting their thoughts in written form, their lack of correct usage in sentence structure, paragraph formation and vocabulary ability handicaps their ability to express themselves.

That's why I believe that an extensive review in the basics of grammar is needed before trying to write a decent composition. I know it probably seems too late to teach college kids the basics of grammar and I don't believe the majority of kids under the peer teaching program would be too enthusiastic to review grammar again. But for one to write a logical and meaningful composition, some iota of grammatical ability must be evident or else the composition will just not be understood, as many of the student's compositions are.

The diagnostic tests that are given out are fine but they do not register with the students. I've seen students pass the diagnostic tests only to make the same mistakes in their compositions that they supposedly got right on the tests.

I hope I'm not sounding too critical or prudish, but I believe that if one knows the basics in grammar, then expressing his thoughts in written form would come much more easier.

This is the only complaint I have found so far with the peer teaching program. Besides that, I have found it to be an ambitious project and the teachers in it, a bunch of dedicated individuals trying to sincerely help the students in the program. I hope I will further contribute with my ideas to the success of the peer teaching program.

MY IMPRESSION OF ISAAC
Eddie Dortch

Ever since my first day of school, Isaac has been a real friend. I remember whenever a problem came up or something was bothering me in doing one of the compositions, he would help and explain to me what I was doing wrong. He always did this in a very polite way. I know this for a fact.

One day when he was not there, I recall that things were not going right with one of our class assignments. Seeing one of the other peer teachers, I asked him to explain in more detail what our assignment was for the day. This particular peer teacher, in a very snobbish way said, "find out for yourself."

Isaac is a very cool person and seems to be a natural helper to everyone in the class. From what I have learned about him, I can tell he loves doing things for other people. He is a hard worker, not to bossy to his students, and is a born administrator.

Overall, he is a loyal, generous, gregarious and self-sacrificing person. He is truly a well-rounded person.

MY PEER TEACHER
Regina Alvarez

Isaac Dik is my peer teacher. He is a pre-medical student, who went through the whole CCS program, therefore, he can help us better. He has been a very nice teacher during the semester, and helped us all with English, especially in writing compositions, because at the beginning of the semester, we all had a lot of trouble in writing. We met with him out of class, and he helped us a lot, so now we all know how to write a composition.

We made a film for the communication project, which is a part of our grade. Even though we haven't seen it yet, I am sure that it is going to be pretty good.

In the dialogue hour every Monday morning, he tried to involve us in the subject that we had to discuss. Sometimes, he asked which is the subject assigned for that day, because he didn't have time before to look at it. He always does a good job.

I don't know the other peer teachers of the group, but I am very happy with him. I think he is a very good peer teacher, who is really concerned about his job and responsibility.

PEER TEACHER TO MRS. WILLIAMS
Charles Nestor

As a peer teacher, I became aware of the many responsibilities of teaching. How teachers can operate a class by themselves, without additional help, is a great accomplishment in itself. The grading of papers and administering tests, though a big job, is expected of teachers, but for a teacher to give all the attention necessary to each and every student, is almost impossible.

I've also found some students want so much help that the teacher not the student, ends up doing the work. Being a peer teacher and in the same age group as the students, I've found it difficult telling students they should do more work on their own. The same is true about asking them to quiet down, or watching over them, making sure they do their own work on tests.

In the line of paper work, I've learned that after school a teacher does more than just watch nightly television. Teachers are always grading, recording, and filing papers, and in doing this, there's the problems of papers without names, illegible writing, and blank entries in the grade book because of students being absent.

Miami-Dade, having an open door policy, gives high school students, a second chance at a good education. By peer teaching, I've seen many students abuse this chance which leads me to think they will never see graduation. Though, for those who take this opportunity to get an education and better themselves, I feel the junior college has obtained its prime purpose. For this reason I was glad to peer teach.

PEER TEACHER
Irma Ramos

The peer teacher of our group, Mary Zarrala, was outstanding. She put forth a lot of effort which was effective.

Mary was very enthusiastic in helping us. When the class got categorized into groups to have discussions, she tried her very best to get us to express our point of view on the topic.

Although she was not very long with us due to the death of another peer teacher, she tried hard to get to know everyone of us. Most of all, she was understanding and showed a good sense of humor most of the time. She has a bright personality, and I enjoyed having her as a peer teacher.

PEER TEACHING PROGRAM
Randi Baron

I was very happy to be a peer teacher for Mr. Tillett. Before I start my report, I would like to thank you for choosing me.

I thought the program this year was interesting. It is a great feeling to know that you are helping others achieve a goal. I happened to be very lucky with the group I was teaching. Most of the kids were great! I noticed that some of the work confused the students. It was very hard for them to write outlines. Some of the students honestly wanted help while others asked for help just to be smart alecks.

If I had to rearrange anything, I would teach outlines the first two lessons of class. This CCS program does have a lot of students who are slower in learning processes. I would also give a three hour lesson on usage. Example: there or their, is or are, has or have. These are the two areas where my group had problems.

I also think attendance is important. It is very easy for a student to use their peer teacher as an excuse for not having a paper graded in time. If attendance was taken, I think the students would feel obligated to come. The other way they can hand in papers whenever they want and say it's because of the peer teacher that it wasn't handed back. I took attendance in my group everyday. I learned after the fourth week of school.

I feel that the program as a whole was a wonderful idea. It is a fantastic experience for both the peer teacher and his or her students. I don't think the students realize how lucky they are to have other students who care enough about each individual to help them three hours a week. I think it is really a good idea, this way each student can have individual help. I realize now what professors have to go through when they have five classes of thirty students. It must be quite hectic. I feel that if more teachers got into a peer teaching program, school would be a lot better. Students would try harder instead of giving up. Not one person dropped the course in my group. They complained about the work the whole semester, but not one person gave up. I think that's remarkable compared to other classes.

PEER TEACHER TO MR. TILLETT
Risonia Gordon

This semester of peer teaching has really brought a challenge to me. I was really confronted with some difficult situations. Never before have I encountered such attitudes towards a course. The students felt that English was an unnecessary course.

The task of helping the students to realize that English and all of its complexities is a necessary factor in daily life was a tremendous challenge. I feel that I was able to help all six of the students to realize that the ability to write comprehensively was important to their success in the future. Although the point was argued by a few of the students that writing would not be necessary for their chosen profession, I pointed out the fact that regardless of their chosen profession, writing was still a necessity. For instance, writing comprehensively could help in giving reports on the job or in a higher institution of learning. Regardless of what one may do in life, being able to write in a manner to be understood by all is very important.

I also had to help the students to realize that rushing through their work was harmful to them. I pointed out to them that rushing through an assignment meant you only did half as good as you would do if a little more time was taken to get the assignment right the first time.

As the course progressed, these things became evident. The students began taking their time in writing their assignments, which proved, in the end, to be more beneficial to them. Several of the students, felt as if they wrote a much better paper if they took their time with it instead of rushing through it and doing a bad job. Once this was realized, all of the students began improving in their writing. They began writing with more sophistication and expanded their vocabulary as well as their usage of words.

With these things evident in their improvement, I felt that I had conquered the challenge that I had confronting me at the beginning of the course.

PEER TEACHING EVALUATION
Wendy Willis

Peer teaching has been an exciting and interesting experience. However, there are many aspects to this program which should be cleared up.

First, there should be an orientation to introduce the program and to ready the peer teacher. I have enjoyed the program very much, but by the time I knew what I was doing, the semester was over.

Secondly, there should be an orientation meeting between the peer student and his teacher. This way, the peer student will be confident and will have the necessary background to aid the teacher.

Thirdly, there should be frequent meetings for the peer student to discuss any problems he may encounter whether they be disciplinary or scholastic problems.

I am glad that I had the opportunity to be a part of this program. However, I now know that I would not enjoy teaching college students. Even though I aided in teaching students, they in turn have taught me.

PEER TEACHER TO MRS. LENZA
Margarita Ramallo

I think the peer teaching program is a very good one; but as everything, it has its pros and cons.

It is good in the way that the teacher is aware of the student's need for help. The teacher then explains things more slowly and clearly than she would in a regular class. The peer teachers are good because sometimes the teacher just can't handle all the questions at the same time. One thing that the teachers must definitely do is to give the student affection and confidence. This should be so because the students may have an inferiority complex.

I only find one thing wrong with the program. The class meetings for three hours is what I don't agree with. The class should meet three times a week for one hour. Maybe I am wrong and this is the best way, but it has never been explained to me why it is like this.

PEER TEACHING EVALUATION
Larry Rideman

I was once a former Community College Studies student. I was forwarded to the program because it was believed by counselors that I would prove incompetent if enrolled in the regular program. During the time I was enrolled in Community College Studies I grew to respect it. Since that time I am currently peer teaching in the program.

I feel the Community College Studies main objective is to succor students who have the ability to do college level work, but somewhere in the past have made mistakes that have hurt them.

This is accomplished through more individual help through the small group, be as successful as it is. In small groups each student can be individually evaluated and his attitudes observed.

Community College Studies is expanding. I have observed classes that are a bit larger than when I was a student. I would just like to say that if the program expands, more teachers per student should be available, rather than more students to the teachers. If the program loses its close contact with the student, I feel this would prove discouraging.

DANNY
Linda Woods

As a peer teacher, Danny was very good. Before I entered Miami-Dade, and Danny's group, I did not know the correct way to write a composition or make an outline. Whenever I wrote a composition, he always showed me what I was doing wrong and the correct way to do it.. He also taught me how to correct my papers before turning them in.

As a friend, Danny was very nice. He had a very nice personalitty, and he also was considerate, honest and fair. He did not show favoritism or prejudice. He also found time outside of class to help anyone who needed help.

In my opinion, Danny was of great help to me. Without Danny's help and concern, I would have never written a composition that made sense. Danny will be of great help to a lot of people in years to come.

MY REFLECTION OF MY PEER TEACHER
Theodore Banks

My reflection of my peer teacher is that he's reliable, helpful and bright.

My peer teacher seems to be reliable so far, helps me all the time with my grammar and gives me good hints in helping me to improve my writing skills. The peer teacher also seems to be there when I need help with new ideas to get me started on a essay.

My peer teacher is also very helpful in almost every way, lights up ideas in my mind, and he also goes over the errors with me that I made in my essay's and grammar workbooks. He also tells me which words I shouldn't use in my essay's which I think is one of his best skills.

My peer teacher seems to be bright and alert, ready to help at a distress signal. He catches some of the mistakes on my paper which I couldn't see at all. The peer teacher also has a helpful vocabulary and I don't think he knows how good it is.

In all, I think if you had many peer teachers like the one I have, the English department in CCS might have something going for them.

MY PEER TEACHER
Maria Dzien

First of all, I feel that the idea of having a peer teacher is a very good concept. Students feel more open and expressive to ask questions when they have someone in their own age level for help.

My peer teacher was Isaac Dik. He helped me in many ways. For instance, he taught me how to write a composition. He was also helpful in answering any questions.

I think the idea of breaking the whole class in small groups was a good thought. This gives a student a better chance to participate in class.

I feel that the peer teaching program should continue through the years.

PEER TEACHER
Doug Petri

The peer teaching program in Community College Studies has been helpful in more ways than one. There are disadvantages too.

There could be improvements that can make it better than it is now. I think that there should be meetings between the peer teachers in their particular sections, to discuss their problems about teaching methods, students or some other reason they might have. These meetings, if possible, should be between the peer teachers meeting as a whole group.

Personally, peer teaching has helped me in English and teaching other students English too. These kids need a lot of help if they want to make it through college. So, I was glad to help the students.

In the lab at the end of the semester, there should be another peer teacher or a responsible student to help the peer teacher out in grading papers and watching the materials from being stolen by the students.

In general, the peer teacher program has been successful, but next semester will be better.

MY IDEAS ABOUT PEER TEACHING
Pattie Piccolo

The concept of students teaching other students is a fantastic idea. It helps people get along with others whom they might have never known before.

The one major problem as I see it is the peer teachers themselves. Most of them think it's just an easy way to pass English. They must be made to realize that not just anybody can get into this program and that they are there to help someone who needs it.

As for the students, when given help by someone who cares, they will respond. I have seen a great improvement in both of my groups.

This idea can be used to its best potential if only the peer teachers would really care what they're doing.

EVALUATION OF MY PEER TEACHER
Michael Dozier

My opinion of my peer teacher was that he tried to help make the work easy to understand. He told us what we were doing in keeping up with our work. He was involved with us and did what he could to help us.

The grading was fair and all the talk groups were interesting. The topics were in the conversation and were made understandable to all that were involved.

I believe that Danny is doing his work and that he puts out more work than his share to help the student. Although I may be the one who hasn't shown much interest, it is not the fault of the peer teacher. He deserves credit for trying to reach people like me.

PEER TEACHING
Gerald Kershaw

I consider my time spent in peer teaching very worthwhile. It gave me a sense of accomplishment being able to help other students that have a weak English background. This personalized instruction, by peer teachers, is very beneficial to the students involved. Without peer teaching, the students would be forced to compete with students of better English backgrounds in large classes. Consequently, the students with poor English would be at a tremendous disadvantage, and would get further and further behind.

I feel one bad thing was the size of our class. I don't know if it is true of all classes, but we had about twenty students at the beginning. When Mrs. Williams was giving the students their assignment, there were students that had to sit outside of the cubical in the hall. With so many students in such a small space, it was too easy for students to look at each others papers. Also, I don't think that some students tried to put the various writing assignments into their own words. This lack of originality was obvious in some papers more than others. But all in all, I think the majority of the students really tried, and I could see the improvement in their writing since the beginning of the semester.

MY REFLECTIONS ON MY PEER TEACHER
Sandra Sauls

During the last semester, I have relished my peer teacher Ben, very much. He has patience and a pleasant personality. He is not inhibited, which is a very big asset. If he was shy, he wouldn't make a good peer teacher.

He seems to be anent about each and every student. Every time I have asked him to let me see if I had any mistakes on my last essay, he always had it right there and ready for me to see. I could then look it over and see the mistakes I made and he would tell me what the problem was.

In class each week, he walks around and asks students if they have any problems. If they do, he helps them. If Ben becomes a teacher, he'll make a very good one.

His attendance has been perfect during the semester, except for the first hour in which he had a class and couldn't help it. If Ben's a peer teacher next semester, I imagine when he is in group dialogue, he will be very good.

I have no bad points to make about Ben, because I haven't seen any. If I am a student next semester instead of a student peer teacher, I would like to have Ben again as my peer teacher.

MY PEER TEACHER
Lydia Bonanno

My peer teacher, Bob, has been helpful to me. During the dialogue sessions, he's made the discussions rather interesting because he knows what he's talking about. Bob is easy to understand. When he checks my assignment papers, he explains my mistakes so I won't make them again. Bob told me to work on grammar more. He is a very good teacher because he is easy to get along with. When writing my assignments, it has been much easier to write and more interesting because Bob goes through my work from top to bottom. He explains exactly how my work is and what it means to me so I understand what I'm writing about. I would like him for my peer teacher next term.

MY PEER TEACHER
Arthur Agnellino

My peer teacher's name was Bruce, and in this my final writing, I will talk about Bruce and tell why I consider him the best peer teacher in my class. I will tell how liberal he is with his students, and tell why he is easy to get along with. As I write this report, I will try to show why I feel Bruce has the ability to become a very good teacher.

In my first term at Miami-Dade, I had the opportunity of having a very good peer teacher named Bruce with me in my English 101 class. Bruce was a very easy guy to get along with. He treated me like a friend, rather than a student. He tried his best in helping me improve my standard of writing. When we had group discussions on the units we read in the Encounter textbook, Bruce would always start us off with some facts he found in the book, and by doing this, he made it easier for us to discuss the lesson. As far as getting any work done, I found that Bruce didn't bother you about getting your work done quickly. He is more interested in having you take your time and getting it done correctly. I found my writing improving and I got the work done on schedule. Bruce is a kind of guy that likes to see someone trying their hardest to improve. He likes to joke around and talk with his students when their work is completed. I think that Bruce has done a lot for our group. My group didn't have too many people interested in English, but Bruce had a lot of patience with us and he did his best to improve everyone's grammar and reading.

To conclude this report on Bruce, I would have to say that with his patience and desire, Bruce will be successful in any field he wishes to enter into. I hope that I can have him for a peer teacher for the winter term.

PEER TEACHING
Jaci Bennett

I've really enjoyed peer teaching this semester, and I hope to do the same next semester. I think I've helped my students because I am down to their level. It's easy to explain to a fellow student because they think of you as a friend, and not as a superior.

Conditions would be better if the rooms were a little larger. It's hard to move around in there. Mrs. Williams is a good teacher and I think I have learned many things along with the students.

PEER TEACHER
Terry Daugherty

Peer teaching within the Miami-Dade Junior College CCS program has given me insight of the mundane tasks involved with teaching. Ex. grading papers, xeroxing papers, taking roll, stapling and sorting papers and reiterating lessons to students that weren't listening.

The program, also, has enabled me to begin my development of skills in handling students. These skills involve: what kind of discipline to use for which circumstance, how much or how little discipline is necessary, and rapport attaining techniques.

I've only discussed the merits of peer teaching. There is also a demerit to the program. The problem is boredom. I think, and talking with other students, I found they think the same way, that 50% of our time is wasted. The problem isn't from lack of organization on the teacher's part, rather there just isn't enough for us to do. Example: I sit watching the clock slowly counting out seconds, then finally the instructor I'm working under will look at me and say she has some xeroxing and would I take it over to the xerox room. I jump up, my eyes dilated, my heart palpating, and exclaim, "yes, I'd love too!"

Although this problem is a serious one when you involve intellectually active minds, it doesn't outweigh the advantages of the problem. Rather, there is an equalization of the two. But, just because the advantages and the disadvantages equal each other out that isn't a justification to allow boredom to continue. And unfortunately, I'm not familiar enough with the organization of the CCS peer teaching program to offer a rational solution.

PEER TEACHING
Roberta Sinai

I have found this a very valuable experience and I hope to be able to continue next semester. I think I have gained from my students as they have gained from me. I think peer teaching is a great idea because we as student teachers often relate better to the students, and they often feel less hostile towards us than they do regular teachers.

The only thing I feel should be changed is the attendance. So many start off well and just slack off. When students don't show up, you lose them completely. They get behind in their work and then it puts me behind. Otherwise, I think this program is really great and we all do gain from it.

MY EXPERIENCES AS A PEER TEACHER
Bruce Shelley

While being a peer teacher for Mr. Thompson this semester, I was in the office on Tuesdays and in the class on Thursdays. This worked out quite well because it gave me a chance to check the students papers and Norelco tapes. In the classroom I would help answer any questions the students would have about an outline or composition. I would also help with giving the New Centuries tests or handing back the graded papers.

I believe that the peer teaching program is helping the students. The students feel easier asking the peer teachers questions instead of Mr. Thompson. The students are learning more about writing from the New Centuries books. They are also learning how to write compositions. I think that most of these students will be up to college level in just a little while.

There are not many weaknesses in the peer teaching program as far as I could see. The students are learning quite a bit although I believe that most of the areas the students study about writing are mostly a review for the peer teachers.

The peer teachers in my opinion are helping the students. The peer teachers are learning some things from the students and the students are learning from the peer teachers. I think this program is working very well.

PEER TEACHING
John La Belle

In order to evaluate the peer teaching program, I will think back to the beginning of the semester.

The first class I really enjoyed. During this class I became faintly acquainted with the students. From then on, it went downhill. The reason being, I felt I did not sit down with different students and find out what they were doing wrong and try to help them out.

The one main weakness of the program, I feel, is that there was not enough closeness between peer teacher and the student. At one time I corrected some student's compositions and I did not even know who the students were. How could I correct a paper without even knowing who they were? Whose paper was I correcting? How did I know how they wrote and where their weaknesses were to start out with. I feel if this weakness is corrected, the peer teacher would really help them with the subjects that they are having trouble with.